

Scope and Sequence

Unit	Early Learning Goals	Vocabulary	Language
1	To say one's name and age. To count up to 6. To say which actions one can / can't do. To recall the sequence of a story.	numbers 1 to 6; color; count, cut, glue, paint, play, read, ride a bike, sing, speak English	<i>Hello, what's your name? My name's (Andy). How old are you? I'm (five). He can (paint). She can (play video games).</i>
2	To identify features of the natural world. To identify prepositions of place. To identify objects by length. To count up to 10.	insects; flower, leaf, log, plant, in, next to, on, under, caterpillar, worm, long, short	<i>It's a (spider). Where is the (bee)? The (bee) is (on) the (flower). Long / short (caterpillar). My worm is (long).</i>
3	To identify and name shapes and colors. To associate activities with rooms in a house. To identify and name household chores. To count up to 15.	shapes; brush one's teeth, read, cook, water the plants, feed the dog, make the bed; rooms in the house	<i>It's a (square). (He's) in the (bedroom). (He's) (feeding the dog). Can you make your bed? Yes, I can. / No, I can't.</i>
4	To identify the elements a plant needs to grow. To identify objects by size. To count up to 20. To sequence a story.	air, grow, plants, pot, seed, soil, sun, water, short, shorter, the shortest, tall, taller, the tallest; numbers 1 to 20	<i>Put some cotton in your cup. Put four beans in your cup. Pour some water on the cotton. Who is (taller)? The (yellow) flower is the (tallest).</i>
5	To identify and name body parts. To add numbers to 10 using visual aids. To identify and name grooming items. To name healthy habits.	body parts; numbers 1 to 20, grooming items; healthy habits	<i>It's a (neck). Point to your (hand). (Three) fingers plus (five) fingers. I brush my teeth with a toothbrush.</i>
6	To identify zoo animals. To identify objects by size. To count to 100 by tens. To identify animal body parts.	zoo animals; long, short, big, small; numbers 10 to 100; animal body parts	<i>It's a (hippo). It's a (monkey). The (kangaroo) has a (long tail). Let's count by tens. Ten, twenty, thirty ... (Are) the (lion's feet) long or short? (Long.)</i>
7	To identify and name community helpers. To identify what community helpers do and the tools they use. To retell a story by completing missing words from it. To subtract from 10.	dentist, doctor, nurse, vet, teacher, firefighter, mail carrier, police officer; tools; numbers 1 to 10	<i>He's a (doctor). Does the (firefighter) use a (syringe)? No, (he) doesn't. There are (six) whistles. Take away (two) whistles. How many (whistles) are left? There are (four).</i>
8	To identify activities done at the beach. To identify items needed to go to the beach. To describe ongoing actions. To count by tens.	beach, swimming, sitting in the sun, building sand castles, collecting shells; beach items; numbers 10 to 100	<i>What's (she) doing? (She's) (sitting in the sun). What's this? It's a (sun hat). What (is) (he) doing? (He's) (splashing). How many shells are there? (Forty) shells.</i>